



## Richmond Drive Elementary

1162 Richmond Drive  
Rock Hill, SC 29732

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	533 Students	
<b>Principal</b>	Patrick Maness	803-981-1930
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Jim Vining	803-366-2806

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Below Average</b>
2012	Good	Average
2011	Good	Average
2010	Good	Average
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

97.4%

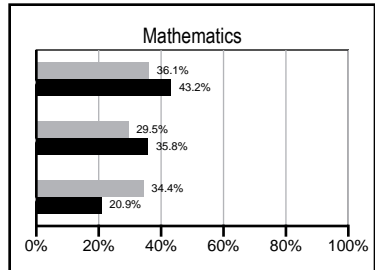
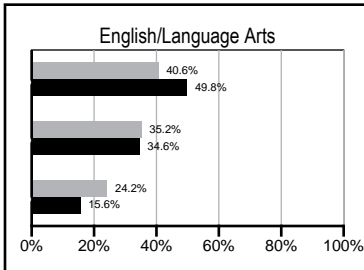
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
39	40	23	0	1

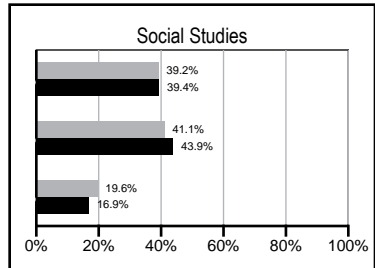
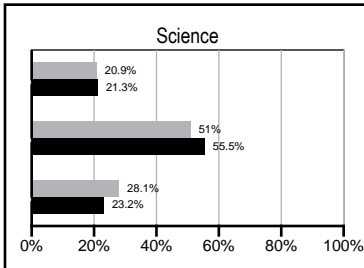
\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)

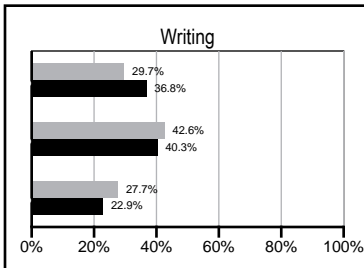
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school



Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=533)</b>				
First graders who attended full-day kindergarten	95.5%	Down from 97.6%	100.0%	100.0%
Retention rate	0.5%	Up from 0.4%	0.9%	0.9%
Attendance rate	96.6%	Down from 97.1%	96.4%	96.3%
Served by gifted and talented program	7.6%	N/A	9.5%	7.2%
With disabilities	12.3%	N/A	12.3%	12.4%
Older than usual for grade	0.9%	N/A	1.7%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	66.7%	Down from 68.6%	64.0%	62.5%
Continuing contract teachers	75.0%	Down from 80.0%	86.8%	83.3%
Teachers returning from previous year	90.0%	Down from 92.4%	89.7%	88.3%
Teacher attendance rate	96.1%	Down from 97.0%	95.0%	95.0%
Average teacher salary*	\$52,649	Up 4.4%	\$49,232	\$48,193
Professional development days/teacher	11.0 days	Up from 9.2 days	11.5 days	11.0 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	11.0 to 1	Down from 21.3 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.7%	Down from 92.3%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,177	Down 3.5%	\$7,148	\$7,364
Percent of expenditures for instruction**	73.0%	Down from 75.8%	69.0%	68.0%
Percent of expenditures for teacher salaries**	72.0%	Down from 75.0%	66.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Richmond Drive Elementary equips students with the skills, character and experiences in order to positively impact the world. Teachers worked on a daily basis to tailor instruction to meet students' needs. Students read leveled texts at their ability levels. During the summer, sixty students were provided books at their reading levels and 98 percent of them maintained their progress from the end of the school year to the beginning. Teachers gave students inquiry-based problems in math which provided more relevant learning and problem solving. In addition, struggling students in math were pulled during their computer lab time for additional help. Every child received daily instruction in Spanish in an immersion fashion. On a weekly basis, Ms. Su taught a lesson during related arts time on Chinese Language and Culture. In kindergarten, two classes of children participated in the partial immersion program. These fifty students learned all of their math and science while being immersed in Spanish. Teachers exposed all children to using iPads and Mrs. Giles' class piloted a Challenge Based Learning format where all students had an iPad they used every day. Richmond Drive is proud of their Science Bowl Team who won the District Science Bowl. The school also finished third place in the Battle of the Books Competition. Students and teachers worked hard to prepare for these contests and are to be commended for their effort.

Richmond Drive focused on the character of students in many ways. Each month, students were recognized in the Terrific Kids program for exemplifying one of the core beliefs of the school. Each child demonstrated one way he or she made a difference in another person's life. As a result, he or she could sign the Difference Maker Wall and receive a Difference Maker t-shirt. Stories were highlighted each week how students and families made a difference. A photo display was made to show examples of student and faculty volunteerism. Every day children told stories how they made a difference. Students, parents, and faculty members donated \$4700 to Charity Water to help address the worldwide problem of lack of clean water.

Children enjoyed many positive experiences which made a difference in them as well. Students went on field trips to zoos, farms, and museums. Fourth graders went on an overnight trip to Camp Thunderbird. Fifth graders visited the Velodrome and Riverwalk and some learned to ride a bike for the first time. Many grade levels walked to local restaurants and parks to celebrate student achievements. Students traveled to Charlotte, Columbia and Charleston in addition to Brattonsville and the Carroll School. Third and fifth graders experienced environmental lessons at Camp Cherokee and fourth graders learned to swim at the Natatorium. All students were provided experiences that gave them a wider perspective and increased their confidence.

Sheri Perez-Segura, SIC Chair  
Patrick Maness, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	81	44
Percent satisfied with learning environment	100%	93.8%	93.2%
Percent satisfied with social and physical environment	100%	95%	93.7%
Percent satisfied with school-home relations	97.3%	94%	93.6%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	69.1
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Richmond Drive Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.3%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	658.0	647.1	626.2	650.2	99.6	100.0
Male	650.5	646.8	624.0	648.5	100.0	100.0
Female	665.0	647.4	628.2	651.8	99.3	100.0
White	677.9	668.9	643.0	667.1	100.0	100.0
African American	628.8	619.7	601.6	626.4	98.7	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	642.4	624.3	614.2	635.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.1	593.7	580.4	602.5	97.7	100.0
Limited English Proficient	642.2	626.6	619.1	637.7	100.0	100.0
Subsidized meals	638.4	626.9	610.9	631.1	99.4	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	79	100	23.7	18.4	57.9	76.3
	4	86	100	26.6	31.6	41.8	73.4
	5	85	100	24.1	36.7	39.2	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	92	98.9	29.5	19.3	51.1	70.5
	4	75	100	20.9	43.3	35.8	79.1
	5	95	100	20.5	45.5	34.1	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	79	100	25	25	50	75
	4	86	100	20.3	34.2	45.6	79.7
	5	85	100	29.1	35.4	35.4	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	92	100	41.6	27	31.5	58.4
	4	75	100	22.4	26.9	50.7	77.6
	5	95	100	36.4	34.1	29.5	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	38	100	42.1	36.8	21.1	57.9
	4	86	100	29.1	54.4	16.5	70.9
	5	44	100	29.3	53.7	17.1	70.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	44	100	25.6	53.5	20.9	74.4
	4	75	100	25.4	53.7	20.9	74.6
	5	47	100	34.9	44.2	20.9	65.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	41	100	15.8	31.6	52.6	84.2
	4	86	100	24.1	39.2	36.7	75.9
	5	41	97.6	26.3	42.1	31.6	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	48	100	15.2	47.8	37	84.8
	4	75	100	13.4	41.8	44.8	86.6
	5	48	100	33.3	33.3	33.3	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	86	100	18.8	42.5	38.8	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	95	99	31.5	38	30.4	68.5
	4	74	98.7	28.4	47.8	23.9	71.6
	5	94	100	21.6	44.3	34.1	78.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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